

Childminder Report

Inspection date

23 May 2016

Previous inspection date

20 December 2010

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Care practices are exceptionally effective in promoting children's emotional and physical well-being. Children rapidly develop excellent speaking skills and are very highly motivated. The childminder provides an exceptionally vibrant and stimulating environment that helps to ignite children's desire to play and learn.
- Children make excellent progress in all areas of their learning, including those who receive funded early education. The childminder has very high expectations for all children, irrespective of their starting points, so that their progress is consistently age appropriate or higher.
- Children are exceptionally well prepared for their next steps in learning, including for attending school. The childminder demonstrates excellent skills when developing children's learning in communication, language and early mathematics, which underpins their strong progress in other areas of learning.
- The childminder provides exemplary support for parents from before children's initial attendances, to help them promote children's strong progress through continuity of approach. Parents and the childminder frequently exchange information about children's learning in order to build further on their excellent progress.
- The childminder and her assistant demonstrate excellent skills when helping children to think critically and use what they know. There are a multitude of opportunities for children to solve problems and recall or evaluate information. Pre-school children demonstrate exceptional progress in using numbers to perform simple calculations.
- The childminder has exceptionally close, well-established links with other settings which help her to work closely with them on children's skills in readiness for school. The highly robust approach to continuity contributes to the outstanding support for children's progress in learning and their well-being.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- continue to strive to enhance the meticulous reflective and evaluative practice that leads to outstanding quality of provision.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation relating to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living or working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision in order to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting. The inspector spoke to children at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder has an exceptionally broad knowledge of the possible forms of abuse of children and how to report these to the correct authorities. Reflection on the provision is highly focused, with parents' and children's views being sought frequently. The childminder considered whether some very young children's engagement in messy activities was being limited by the time used to put on aprons, so parents' views were sought on the matter. The childminder strives relentlessly to identify further improvements for the quality of provision. Highly robust coaching contributes to the assistant's exceptional support for children's learning and well-being. Both the childminder and her assistant continually update the excellent skills and knowledge gained from their experience and qualifications.

Quality of teaching, learning and assessment is outstanding

The childminder makes highly effective use of funding, after analysis of the progress of all children attending, to help address any weaker areas in learning. For example, she acquired more resources to help boys and children under three years of age to make greater progress in learning about shapes, spaces and measuring. Activities and daily routines are carefully coordinated to help maximise children's learning. When children play with a variety of different coloured and scented doughs, they are encouraged to talk about which they like. Children aged under three years use full sentences to explain their preferences and describe their imaginative play. Afterwards, the childminder uses snack time to offer children new foods, with some favourites, which have flavours to match the smells of the dough. Children recall what the dough was scented with, using the new words learned from the previous activity.

Personal development, behaviour and welfare are outstanding

Children have exciting opportunities to learn about others who are not in their immediate experience or family. They play games and engage in creative activities based on traditional artefacts from festivals. They learn to respect similarities they share with others, along with any differences. Children are exceptionally well behaved. The childminder makes highly effective use of activities to promote children's talk and understanding of their feelings. Children use mirrors during activities to see their own expressions of pleasure or dislike, and are encouraged to identify the expressions of others. They have excellent opportunities to think about how exercise affects their bodies and what they feel like afterwards. Children demonstrate exceptional knowledge of why hygiene routines are important for their good health. They have a wealth of opportunities to extend their independence skills and contribute their help to daily routines, learning the satisfaction to be gained from this.

Outcomes for children are outstanding

All children make exceptional progress in gaining the key skills and attributes needed for school. They rapidly develop excellent self-confidence and communication skills, as well as the ability to think critically and use numbers. Children swiftly gain self-care skills and excellent manners, as well as an understanding of how to manage their safety.

Setting details

Unique reference number	EY341919
Local authority	Trafford
Inspection number	849318
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	12
Number of children on roll	24
Name of registered person	
Date of previous inspection	20 December 2010
Telephone number	

The childminder was registered in 2006 and lives in the Partington area of Trafford, Greater Manchester. She operates from 7.30am to 6pm on weekdays all year round, excluding family holidays and bank holidays. The childminder is qualified at level 3 in childcare and works with a full-time assistant. She provides funded early education for two-, three- and four-year-old children.

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